VOL XXV

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ST. LOUIS, MO., JULY 9, 1892.

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ST. LOUIS, MO., JULY 9, 1892.

No. 7.

NINE Editions are Printed for the Editors, by PERRIN & SMITH, 208 to 212 Vine Street, each month, and "Entered at the post-office at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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YES, there will be plenty of accommodations for people in Chicago at a rate of from five to twenty-five dollars per day, but the great mass who want to visit the "World's Columbian Exposition" cannot afford to pay such prices. The great mass of people must find care, protection and shelter, for less than \$1.00 per day. We are glad to know that those who apply early will find all this for a rate of about 35 cents per day, with every facility for cooking their own food it they wish to do so. Better address early S. L. Moser, General Manager "The World's Fair Protective Entertainment Association, 810 Olive St., St. Louis, Mo., for circu'ars and full particulars.

ALL our teachers in the private as well as in the public schools, four hundred thousand of them, labor with us in the spread of intelligence for the emancipation of the ignorant, and for the power and splendor that culture brings to the common people every-

THE future of this as well as that of all other nations will glorify the work done by the teachers in the common schools. Don't let us undervalue its power.



St. Louis, Mo., July 9, 1892.

J. B. MERWIN	
1120 Pine	Street, St. Louis, Mo.
JERIAH BONH	Street, St. Louis, Mo. AMAssociate Editor.

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No paper sent beyond the time for which it is paid for.

ENTERED at the St. Louis P. O. as second class matter.

All There.

"The very all of all is there."

-SHAK.

X/HAT an "object lesson" for teachers and school officers to spend a week or two at the World's Fair. It is time now to begin to get all your arrangements made to go. You can go and spend a week or two about as cheap as you can live at home.

From California is to be exhibited at the World's Fair one of the famed huge redwood trees, or sequoia gigantea. The one selected is 300 feet high, and more than 30 feet in diameter at the base. A specially constructed train will be necessary to carry the monster across the continent. It is the intention to hollow the base into

booths in which will be sold Califor- Officers of the "World's Fair nia fruits and curiosities made of polished redwood.

The exhibit which Washington State will make at the World's Fair, before being sent to Chicago, will be displayed at the Western Washington Industrial Exposition to be held in Tacoma.

The educational exhibit from Wisconsin at the World's Fair, it is estimated, will require 6,000 square feet of space, and application for that amount has been made.

The Rhode Island World's Fair Bulletin, an eight-page monthly illustrated publication, devoted entirely to World's Fair news, has been started at Providence, R. I. It gives general information about the Exposition, and particulars as to the preparations of Rhode Island for participation. The California World's Fair Magazine, seventy-two pages, published at San Francisco, performs a similar service for that State, and is the official organ of the California World's Fair Board. Both publications are ably conducted.

ARE you fond of roses? There will be more than 50,000 rare rose plants, which have been donated by firms all the way from California to Hungary, to the World's Fair, in Chicago. There will also be the finest display of orchids ever seen in this country, if not in the world. One firm alone will spend \$40,000 on its orchid exhibit. At the opening of the Fair, Chief Samuels says, there will be a display of 2,000 different varieties of orchids, embracing fully 15,000 specimens. Beneath the great dome will be the largest tropical plants obtainable, including Japanese and Chinese bamboos 75 to 80 feet high, palms 30 to 40 feet high, and tree ferns 15 feet or more in height. There will be a miniature mountain covered with tropical plants, and in a cave within will be tried the experiments of growing plants by electric light and of growing them by the aid of electric currents, passed through the soil, both of which, it is claimed, have been accomplished with remarkable results.

Protective Entertainment Association."

President, Hon. James P. Slade, Ex-State Supt. Public Instruction of Illinois. Postoffice address, East St. Louis, Ill.

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World's Columbian Fxposition, Sanitary Commissioner of Encampment.

Architect, J. B. Legg, St. Louis, Mo

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VICTOR HUGO said that "all thinkers, all poets, all producers of nobility of soul, must be translated, commented upon, printed, published, reprinted, stereotyped, distributed, explained, recited, spread abroad, given to all, given cheaply, given at cost price."

Well, we have done all this, and more too, with these strong writers on education, "side lights," front lights every sort of light—has been poured upon the valuable work of our best teachers, and our friends begin to get hold of and to appreciate this; but we have not done half our duty as yet by our teachers, in showing the permanent, inspiring, far reaching value of their work.

THE organic and progressive power of this great people will find its traest ally in the intelligence and fraternity implanted in our system of common

When and How Long?

"I'll tell you when. And you'll tell me wherefore."

—SHAK.

THEREFORE, I, Benjamin Harrison, President of the United States, by virtue of the authority vested in me by said Act do hereby declare and proclaim that such International Exhibition will be opened on the first day of May, in the year eighteen hundred and ninety-three, in the City of Chicago, in the State of Illinois, and will not be closed before the last Thursday in October of the same year.

And in the name of the Government and the People of the United States. I do hereby invite all the nations of the earth to take part in the commemoration of an event that is preeminent in human history and of lasting interest to mankind by appointing representatives thereto, and sending such exhibits to the World's Columbian Exposition as will most fitly and fully illustrate their resources, their industries and progress in civilization.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of the United States to be affixed. Done at the City of Washington this twenty-fourth day of December, in the year of our Lord one thousand eight hundred and ninety, and in the independence of the United States the one hundred and fifteenth.

By the President: BENJ. HARRISON. JAMES G. BLAINE.

Secretary of State.

And "all the nations of the earth" will take part and send their "people" and their "exhibits" to Chicago.

We are glad to learn and to announce the fact, thus early, too, so that all can visit this exhibition, that you and your friends can be safely and comfortably lodged and housed within easy, cheap and quick access to the grounds for the trifling sum of about 35 cents per day.

On these terms 100,000 people can attend and see all there is to be seen that would be excluded if shelter and care would cost them \$1.00 or \$2.00 per day; but for 35 cents a day all can go,

The St. Louis Republic's

Plan for sending forty-two public school teachers to the World's Fair free is meeting with commendation from all sources. The ballots for favorite teachers are coming in at a lively rate.

There are over 400,000 school teachers in the United States. It is safe to say that at least one out of every four will attend the World's Fair. Fortytwo will be present as the special guests of The Republic.

The St. Louis public school exhibition at the World's Fair is now an assured success. It will be one of the grandest features of the great show. The Missouri exhibit promises to be second to that of no other state.

Are You Going?

* * * "And let me hear thee going."

HIS question should be answered in the affirmative by every school teacher, as well as by every school officer. The fear is that you will put off until too late your arrangements to go, and so be left. A little exercise in economy, a little more industry will enable you to take into your life all the countless wealth of this great World's Fair Exhibition.

Already there are organizations formed to provide shelter, protection and entertainment on a scale so reasonable that all can afford to spend a week or two weeks there to see what the world has produced since it was discovered and redeemed from its primitive savage state. Are you going? We hope so.

There is no branch of industry but what will be represented there, and represented, too, at its best. Here is an item from the Mineral department on

"ALUMINUM."

Ingots, bars, and castings of white aluminum, with aluminum alloys, will be found in juxtanosition with pigs and bars of reddish copper. Tin ores and block tin, sheet and bar zinc, ingots of nickel, specimens of bismuth, antimony, arsenic and other metals with their ores and alloys will be arranged in a manner confusing in diversity, yet artistically and scientifically disposed.

In the mining machinery section will be shown every species of apparatus, simple and complex, employed in working a mine from the lowest drift to the dump. Methods of timbering, ventilating and lighting the various slopes, levels and galleries will be shown by examples. Trams. hoists, and automatic dumps, engines for pumping, rock breakers, screens, grizzlies, and other sizing appliances, will attract the inspection of the visitor, and instruct in the greatest of all industries. Improved diamond drills and contrivances for loading and unloading ores and for their storage, automatic stevedores for transference on the surface, patent self-emptying cars, wire ropeways with their outfits of buckets, etc., coal tipples, steam shovels, belt conveyors, etc., etc., will complete the methods by which the stupendous mining operations of the present age are conducted.

The salt mines of the Old World, and the brines and other salt workings of our own country, will contribute their quots of this snowy, crystalline product. Adding to the color, effect and interest of the exhibit, will be variegated heaps of nitrates, sulphates, borates, pigments of all kinds, ochres and vermillions, phosphates, sity," to Dr. Jesse, President of the coprolites and every variety of mineral fertilisers. In another group the ably discussed by J. A. Thompson, of

useful graphite, with the methods by which it is transformed for use in the shape of leads, crayons, lubricants, etc., will be exposed.

In fact, when the exhibits in the Department of Mines, Mining and Metallurgy shall have been properly collected, classified and arranged, the department will be a comprehensive and complete exposition of all the great mineral treasures of the earth, and the methods employed in their search, their treatment, and their usage.

Missouri.

THE thirty-first annual meeting of the Missouri Teachers' Association, which convened this year at Pertle Springs, called together the largest and most enthusiastic gathering of the leading educators of the State in its history. Nearly 1000 teachers were present at the first session. This great assemblage from every section of the State was largely due to the new institute law passed by the Thirty-ninth General Assembly, which gave the cause such a great impetus in all parts of Missouri.

The three departments were well and wisely manned. The general department, presided over by Prof. W. J. Hawkins, of Nevada; the department of common schools, presided over by W. H. Lynch, of Mountain Grove, and the department of secondary education, presided over by B. P. Gentry, of Kirksville.

President Hawkins said that, as we grow older the needs for a closer avstem of education and a more distinctly marked educational policy become more apparent. In the natural order of things, this must be. Any system of operative work, educational or otherwise, reaches its highest efficiency only when all its parts work together intelligently and harmoniously. Intelligent co-operation is reached only through free and liberal exchanges of ideas. Every organization, whether professional, civic, religious or otherwise, seeks its greatest exchange of opinions among its representatives in conventions assembled. The State Convention is an educational instrumentality of the highest value: it is the State at work for the better and fuller development of educational aims; through it errors must be weeded out and right things settled aright.

Following the reading of the President's annual address a short discussion of articulation in our different classes of schools was had.

Papers were read on "Elementary Education," assigned to Prof. A. J. Smith, of Sedalia; "Colleges and Academies," to Prof. Oldham, Columbia; "Normal Schools," to Dr. G. L. Osborne, President of the Warrensburg State Normal; "State Univer-

Tarkio; J. D. Wilson of Cameron; J. M. Stevenson, of Carthage, and J. S. Muir, of Kirksville.

The paper of Prof. Scotten, County Superintendent of Pettis County, was an able one and of first importance also in the scheme of the articulation of all the schools in the State. He said a course of study for the rural schools is not only vital to the patrons and children of the country schools. but also to the County Commissioners, the County Superintendents and county teachers, as well as others interested in this question. I firmly believe that our educational work ought to be so systematized that it will form one chain of continuous links from the first primary, not only of our city schools, but of every school in the land, to the topmost round in the State University.

The subject of "District and State Institutes" was ably handled by Prof. Geo. L. Murphy, of St. Louis.

"Amendments to the Institute Law" was the subject considered by T. L. Rubey, of Rolla. He thought it would be better to amend the law so that the County Institutes should meet in May instead of July or August.

"Underlying Principles" was assigned to Supt. L. E. Wolfe, who was heartily applauded when he came on the platform. He named the following universally recognized principles as underlying the educational policy as reported by the committee: (1) Division of labor; (2) co-operation and articulation; (3) self interest; (4 economy of energy, by making the Board of Instructors also the Board of Examiners. The fundamental principle of school room work, the intellectual contact of pupil with pupil and pupil with teacher, is carried by this policy into the County Institutes, bringing teachers into intellectual contact with each other and with the instructors in charge, and into the State Training School, bringing the institute instructors into intellectual contact with each other and with the members of the State Training School Board. This policy places behind county certificates, not individuals subject to maximum of local pressure, but competent boards, largely free from local and political influences. Associated with the County Commissioners, in the capacity of boards of instructors and examiners, are the ablest common school workers of the State. Under the old law the County Commissioner had no opportunity to instruct the great body of incompetent teachers who present themselves for examination. Under this policy he is given the very best opportunity under the most favorable conditions. If qualified the present policy makes the Commissioner's labor infinitely more pleasant and much more profitable. We will wait in vain for objec-

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grand old Missourl, midway between the Pacific and the Atlantic, if our educators are true to themselves, there may rise from the sacrifice of their years of watching, waiting, seek- Treasurer, J. P. Gass, Fulton. ing and working, an educational temple splendid beyond the most extravaus the wisdom, the integrity, the courage, the sinking of self, that it may rise."

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The department of common schools took up the subject "The Annual County Institute," in which J. F. Buchanan, of Kansas City, A. S. Coker, of Fredericktown, J. U. Barnard, of Cape Girardeau, W. T. Bahll-Tarkio, took part.

R. M. Scotten, of Sedalia, was elected President of this department, and Miss Webster, of Kansas City, Secretary. A large audience listened to an able address by Dr. R. H. Holbrook, of Ohio, on "Mind or Intellect."

THE WORLD'S FAIR.

This theme, "Missouri's Educational Exhibit at the World's Fair," was one of the greatest importance to every member of the association, who takes a just pride in the educational interest of the State. Hon. J. W. Gwynn, one of the Missouri World's Fair Commissioners, addressed the association at length, eloquently and efficiently, urging the importance of an exhibit that should be worthy the State and the cause. The first discussion of the subject was taken up by President W. B. Dobson, and briefly discussed.

The "Value to Educational Opinion at Home and Reputation Abroad," was assigned to Supt. Fleet, who said in brief:

"Missouri has never failed when summoned to do her share, nor will she fail to-day. Too much is at stake; as in natural resources she will take her place in the front rank, so in representation of her educational progress let the whole world see that in this respect she stands well up among the very first."

Miss Sue Beeson, of St. Louis, in speaking on "Value from the Art Side," said: "Teachers have an influence on training of citizens of every State. They will gain a great deal from the Columbian Exposition, because they go to see the wonders and influences from doing its greatest work."

The subject was discussed by Dr. R. D. Shannon of Joplin, Dr. Marquis of

Fulton, and E. B. Neely of St. Joseph. for the ensuing year; President, H. things which will enable them to these callings are. But for the farm pervision.

W. Prentiss, St. Louis; Vice-President, W. J. Stevens, Webb City; Secretary, A. R. Morgan, Memphis; R. R. Secretary, J. R. Kirk, Westport; as given?"

The following resolutions were unanimously adopted by the 1000 teachgant vision. Shall it rise? God grant ers assembled, representing every county in the State:

Resolved, That the retiring President of this association, at his earliest convenience, appoint an educational committee, consisting of one member from each congressional district, the State University, each of the State Normal Schools, two at large, the State Superintendent of Schools, and the President elect of this association. It shall be the duty of this committee

their homes, to the end that the bill so framed may become a law at the Assembly in June, 1893.

Resolved, That this association request the Thirty-seventh General Assembly of Missouri to authorize the appointment of a commission, whose members shall be representatives of various occupations and professions, to carefully consider all educational interests, and for subsequent legislation.

Resolved, That we most heartily in-dorse the vigorous and progressive administration of State Superintendent Wolfe.

Agriculture and Horticulture in the Public Schools.

[Read before the State Horticultural Society, neld in Chillicothe, Mo., June 8.]

"In the sweat of thy face shalt thou est bread," was the dictum of the Almighty early in man's career. It still prevails, and will so long as man inhabits the earth. This means that the bread we eat will only be obtained by effort. True, there are many in the world who seem only to have to open their mouths, and they are filled; but still the fact remains that the vast majority of mankind have to put forth their best efforts throughout their careers to get enough to eat. This absorbs by far the large part of human energy, and promises to do so for ages to come. All efforts, then, to advance the race must take these facts into consideration. Hence it is, believing as I do, that mankind is to be elevated and advanced very materially through the intellectual development of our agricultural classes, and that a result of education should be to strengthen us for the battle for bread, that I take the position that the principles of agriculture and horticulture should be a part of our public school instruction, particularly in those attended largely by children of farmers, the large majority and farmers' wives.

Something like 400,000 children are attending the country schools of Missouri, very few of whom but will be obliged to literally eat bread in the sweat of their faces, and that, too, in The following officers were elected they not be taught as children those

most successfully earn bread to eat? homes, from which to draw fresh "and is not this a result of education,

usually taught in our common schools are ability to read from the printed the debilitating influences of the city, page, to spell, to write with a pen, to degeneracy would soon appear. But analyze, parse and construct sentences, to name the capitals of States, struction followed most generally in the rivers that empty into the Atlan- our country schools, should be such tic Ocean, to recite the multiplication table, and possibly to extract square ceed, to win wealth or fame, is aroused root. All of these accomplishments in our country boys and girls, it is in are very desirable, and by no means should be neglected, but are they not than that of their patrons? ard, of Cape Girardeau, W. T. Bahllman, of Independence, F. Turrentine,
of Marionville, L. J. Hall, of Montgomery City, and W. D. Grove, of made, in the manner and connection of Missouri farmers?

> earn his living by farming, which is teachers. Many of them are embryo the more valuable accomplishment, lawyers, doctors or ministers, and to be able to read glibly from the naturally are looking forward to the printed page, and thus commune with time when without question they will the wise and great of this and other stand at the top of their chosen proages, or to be able to read from the fession. Looking as they do through pages of the book of nature, to read glasses of a particular color, and in in the forests changing from brown to green, in the coming and departing of should not cause the young minds birds, the flying clouds, the rain and under their direction and control to rainbow, in the blooming of flowers and the ripening of fruit, and the year after year these different special myriad phases of life as seen in the advocates bring their influence to plants, insects and animals with who is on familiarly speaking terms with nature is in a far better position to get bread, meat and honey to eat. than is the one who cannot commune with her, even though the printed songs and wisdom of all nations is at his command. He who knows the component parts of stock foods, soils and fertilizers, is infinitely better equipped for bread winning, as a farmer, than if he knows not these things, but does know how to analyze and parse sentences in a dezen different languages. To know what is capillarity in affecting the rise and fall of soil water is far more valuable to a farmer than to be able to solve problems by the use of algebraic symbols; and to know thoroughly the root system of a corn or clover plant will make better farmers of the possessor of the knowledge, than to be able to extract the mathematical square root. It is not to be understood for a moment that I decry the need of instruction in the subjects usually taught in our country schools. There must be thorough instruction in these, but before agriculturists shall become an educated class, educated in the technical part of their business, this work must be made a means to that desired end, and not an end in itself, simply as that much done toward making connection with agriculture. Should lawyers, ministers, teachers, mer- forces and all the educational sentichants, etc., worthy and needful as ment in favor of efficient county su-

"Why certainly," says every one, blood and brains in the brightest boys and girls that go from them to add lustre to the so-called learned profes-Let us see. Among the things sions and commercial ranks, and make good the losses resulting from is it not unfair that the system of inthat whenever the ambition to sucthe direction of some calling other

In the majority of cases, the teachbefore the most of the 400,000 children from their present employment, and from that of their school parents. To the child who is, as a man, to Particularly is this true of the male one direction, it is impossible that they imbibe some of their views. So that bear on the children during their which the farmer has to do, the most impressionable age, the inevitathoughts, purposes, laws and princi- ble result is the awakening of a strong ples of the Creator? Surely the man desire in the breasts of the most of the pupils to get away from the farm home that too often is a cheerless one, to the cities where their teachers tell them fame and fortune is to be won.

While comparatively few of the brightest and most indomitable of our country boys do get away and follow to success the awakened ambition, and possibly are personally benefitted thereby, another consequence is a strong dislike for farming and country life developed in the minds of the vastly larger number whom circumstances compel to remain on the farm. Submitting to what seems to them an unkind fate, never having been shown how happiness may be secured on the farm, they settle into discontent, and consequently, failure.

So long as the world must be fed and clothed, so long must there be a vast number of our people engaged in agriculture. The prosperity and comfort of other classes require that the farmers be also intelligent, prosperous and contented. There is peace and plenty to be had in following agricultural pursuits, but a chief requisite in securing these is to get the mind and heart of the child set right during the molding age.

LEVI CLINBANCK. COLUMBIA, Mo.

WE ought to be organizing in every school district all the educational

beauties of the world, and have more or less power to see the perfection and the excellences of all work. They go to the Exposition with minds suscepti-

ble to impressions of successful of whom will be the future farmers achievement; and freed from that petty vanity which hinders the best

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ARKANSAS

American Journal of Education.

\$1.50per year in advance.

S. M. MATHES, Little Rock...... Editors, J. B. MERWIN, St. Louis

ARE the funds on hand, and sufficient to pay the teachers each month as other State and county officers are paid?

OUGHT we not to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month as other county and state officers are paid? We think so.

Get Ready Early.

"Our power is ready." -SHAK.

Tou and your friends too can visit the World's Fair at Chicago next year, it you make all your preparations to go early enough. The attractions are so numerous and so great, that all can go sometime during the six months it is to be open.

You can be entertained near the grounds about as cheaply as you can live at home, so that the expense of a trip will be very little. Shelter and care will be furnished at from \$2.50 to \$3.00 per week, by 'The World's Fair Protective Entertainment Association."

Better get into correspondence with the officers of this enterprise early. When you reach the Exposition, you will be able to go comfortably and expeditiously from one part of the grounds to another, and obtain advantageous views of the buildings. They may do this either in electric boats through the lagoons, or by the intramural elevated electric rallway. The contract for the latter has been awarded. There will be five miles of double track, and stations at convenient points. The route, as mapped out, runs from one end to the other of the grounds in a sinuous course. The fare will be five cents, and the capacty of the road about 20,000 an hour.

Good for the Three M's.

LL material for the Maryland A building will be taken to Chicago free of cost by the Baltimore & Ohio railway. Many Maryland firms have offered to contribute towards the decoration of the building.

The Press Association of Missis decided to co-operate heartily with the Women's Columbian organization in its efforts to raise a fund for the tion.

The collection of World's Fair ex-Northern Pacific and Great Northern Prang Classes has been done by home railroads having generously agreed to study and correspondence:

carry them free between local points.

We hope to see every teacher and school officer from these three States at the Wold's Fair Association. You can live there and see it all about as cheap as you can remain at home by writing early to the officers of the World's Fair, Protective and Entertainment Association.

The Great Chicago Fire.

WHAT is said to be the best attraction in the World's Fair City at the present time, is the Cyclorama of the great Chicago Fire, located upon Michigan Ave., near Madison St. No one should fail to see that masterplece of Cyclorama painting, illustrating, as it does, the greatest conflagration of modern times.

This wonderful painting is about 50 feet high and 400 feet long. Usually these paintings are executed in Europe, and then exported here; not so with this one. The best artists of Europe, from London, Munich, Dusseldorf and Paris, were employed to come here, at a cost of from \$20 to \$25 per day each, to paint this Cyclorama, where it now hangs. It required about two years to produce this wonderful work. It represents the sum of a quarter of a million of dollars as it stands to day, and is the most expensive work of art in the world, the expense of producing it being three times the amount ever before expended on a production of this nature. The Chicago Fire burned up \$1,000,-000 worth of property every five minutes on an average, for 18 hours in succession. It burned over an average of two and one-half acres every minute for that period of time. This will give some idea of what the fire really was. Those who experienced that appalling catastrophe will never forget it. To those who did not see the fire, the best thing is to see this marvelous painting of it, which is an exact reproduction of the ruins and buildings of Chicago as they appeared on the morning of Monday, Oct. 9th, 1871. The business portion of the city in this picture is in ruins, and the great North Side is a sea of fire. No one who visits Chicago can afford to leave the city without seeing this wonderful exhibition.

TEN scholarships in the Art Department of Pratt Institute, Brook- ments now to visit the great exposilyn, have just been awarded to the most meritorious graduates of the past year from Prang's Normal Art Classes. Each scholarship includes \$100 and one year's free tultion in the sippi, at its recent annual convention, Art Department of Pratt Institute, one of the best technical schools in the country. The gainers of the scholarships, whose names are given State's representation at the Exposi-below, are all teachers actively engaged in public school service, as grade teachers, special instructors or hibits in Montana is facilitated by the supervisors, and their work in the

Miss Milly E. Adams, Shippensburg, Pa., Instructor in Normal School.

Miss Bertha Coleman, Brockport, N. Y., Instructor in Normal School.

Miss Florence H. Fitch, Evanston, Ill., Grade Teacher.

Miss Helen M. Goodhue, Newark, N. J., Supervisor of Drawing.

Miss Jane Landon Graves, Millersville, Pa., Instructor in Normal School.

Miss Alfaretta Haskell, Oshkosh, Wis., Instructor in Normal School.

Miss Leona Hope, Meadville, Pa., Grade Teacher.

Miss Lilla A. Nourse, Rochester, N. Y., Grade Teacher.

Miss Harriet L. Rice, Ithaca and Corning, N. Y., Supervisor of Draw-

Miss Wilhelmina Seegmiller, Alleghaney, Pa., Supervisor of Drawing.

Give and be Rich.

It is twice blest
It blesseth him that gives and him that takes."

The sun gives ever; so the earth-What it can give so much 'tis worth; The ocean gives in many ways-Gives baths, gives fishes, rivers, bays So, too, the air, it gives us breath. When it stops giving, comes in death.

Give, give, be always giving, Who gives not is not living;

The more you give, The more you live. God's love hath in us wealth upheaped; Only by giving it is reaped; The body withers, and the mind

Is pent in by a selfish rind. Give strength, give thought, give deeds, give pelf,

Give love, give tears, and give thyself. Give, give, be always giving,

Who gives not, is not living. The more we give, The more we live.

The Iowa School Journal says:

"The summer of 1893 ought to see a gathering in Chicago of the most illustrious educational men and women in the world, for mutual advice and con' sultation. From that time should date an educational revival in this country which will reach every teacher and every school house in the land. The month of July, 1893, is to be given up to the discussion of educational questions."

Every teacher and every school officer in Iowa should make arrangetion, as arrangements are already complete for taking care of those who propose to spend two or three weeks there by the "World's Fair Protective and Entertainment Association." Better communicate early with the officers of the Association.

SS ON THE DEVELOPMENT OF THE

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DVERY SKIN AND SCALP DISEASE, whether torturing, disfiguring, humiliating, itching, burning, bleeding, scaly, crusted, pimply, or blotchy, with loss of hair, from pimples to the most distressing eczemas, and every humor of the blood, whether simple, scrofuloùs, or hereditary, is speedily, permanently, and economically cured by the CUTICULA REMEDIES, consisting of CUTICULA, ASOL, an exquisite Skin Purifier and Beautifier, and CUTICULA REMEDIES, the properties of the CUTICULA REMEDIES, consisting of CUTICULA, ASOL, an exquisite Skin Purifier and Beautifier, and CUTICULA RESOLVENT, the new Blood and Skin Purifier, and greatest of Humor Remedies, when the best physicians and all other remedies fail. This is strong language, but true. Thousands of grateful testimonials from infancy to age attention the strong language, but true. Thousands of grateful testimonials from infancy to age attention wonderful, unfailing and incomparable efficacy. Sold everywhere, Price, CUTICURA, 50c.; SOAP, 20c.; RESOLVENT, St. Prepared by Potter Drug and Chemical Corporation, Boston, Mass. Send for "How to Cure Skin and Blood Disease."

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eases."

Pimples, blackheads, chapped and oily

skin prevented by CUTICURA SOAP.

Rheumatism, Kidney Pains, and Muscalar Weakness relieved in one minute by the CUTICURA ANTI-PAIN PLASTER. 25c.

The Great Wabash Railway

Will sell round trip tickets for one fare for the International convention of the Young People's Society of Christian Endeavor to be held in New York City, July 7th to 10th. Tickets will be sold July 8d to 6th, and will be good returning until July 10 to 17th. An extension will be granted to the 15th of August, if desired, by the New York agent.

THE World's Fair Exposition is already deriving a large revenue from the visitors whose curiosity prompts them to see the grounds and the wonderful buildings approaching completion. An admission fee of twentyfive cents is charged, and on single days the number of visitors has exceeded 14,000. What will it be when the wonderful and marvelous exhibits are all in place? Are you going? We hope so. You can go and be "entertained" up there about as cheap as you can remain at home. Better get the terms of "The World's Fair Entertainment and Protective Association" early. Correspond direct with the officers.

Low Excursion Rates for Tourists.

The Burlington Route has on sale round trip tickets at greatly reduced rates to Denver, Colorado Springs, Salt Lake, San Francisco, Portland, Yellowstone Park, St. Paul, Minne-apolis, Spirit Lake, The Black Hills, Puget Sound points, and to all tourist points in Colorado, Utah, Idaho, Mon-tana, Wyoming, Dakota, Minnesota, Alaska and California.

The Burlington Route is the short-

est and only line under one management between St. Louis and Denver.

For rates and further information, call at ticket office, No. 218 N. Broad-

Cheap Excursions.
On August 30th and September 27th the Burlington Route will sell round-trip tickets at half rates to Kansas City and St. Joseph. All points in Kansas, Nebraska, Colorado, Wyoming, Utah and Idaho. Also to points in Northwest Iowo, Southwest Missouri, Indian Territory, Oklahoma, Minnesota, North and South Dakota and Montana. and Montana.

For tickets and further information, call at ticket office, 218 N. Broadway,

St. Louis, Mo.,

THE SUMMER NORMAL.

EUREKA SPRINGS, ARKANSAS.

OPENS JULY 18th, CLOSES AUGUST 13th, 1892.

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INVIGORATING MOUNTAIN AIR AND GOOD SCENERY,

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WE hope every teacher and school officer in Ohio will begin now to arrange to visit the World's Fair, at Chicago. We understand that the plan of the exhibit which Ohio will make of its school system at the Fair has been adopted by the commissioners, and embraces the following: 1. Manuscript work, essays, etc. In this selection exhibits will be held in each county seat. Four divisions will be represented—the work of subdistrict schools, graded schools of villages, same of cities, night schools. County exhibits will be in charge of committee composed of the institute committee and two persons selected. From the work on exhibition the committee will select fifty of the best manuscripts in each branch and forward to the public school commission. 2. Maps, showing location of each schoolhouse in the state; cost of education in each county, relative number of pupils in country, town and city; schools for past forty years; relative number of pupils in primary, grammar and high schools for the past forty years. 3. Picture albums of schools, buildings, etc. 4. History of organization and development of Ohio's school system shown by laws. 5. Text books arranged to show old and new.

You and your friends can go to the Fair and see all there is to be seen about as cheaply as you can remain at home, it you communicate early with "The World's Fair Protective Eutertainment Association." Write direct to the officers.

GEOGRAPHY, by the use of maps, and history should be studied together.

Geography is place. History is events.

Events without place are merely stories. Place without events is simply emptiness. Events imply places, but place alone means nothing.

History includes geography, and when well and properly taught, gives the best and most lasting knowledge of the latter study. Geography, pursued by itself, is one of the most sterile of studies. It affords little mental exercise save to the memory, and upon that it takes no lasting hold. Any one will be convinced of this who attempts to recall the geography lessons learned in childhood, or even five years ago.

Let geography and history be stud, East and Southeast.

led together with the constant use of

Of course if the children are reciting lessons about the State in which they live or about St. Louis, Chicago and New Orleans, Boston, New York, San Francisco, Galveston, or any other city, they must have a map before them to locate properly these places or any others of which the lesson treats, and so trace their relations and connections with other parts of the country and the world.

Southern Educational Association.

Which meets at Atlanta July 6, 1892. Prof. J. L. Holloway, Superintendent Schools, Fort Smith, Ark., requests us to say that arrangements have been perfected with the Kansas City, Memphis & Birmingham R. R. (Memphis Route) to carry at half fare those desiring to attend either or both the great "educational" meetings at Atlanta, Ga, and Saratoga, N. Y.

The rates, made specially for teachers, are open to the general public also. The party will form at Memphis, Tuesday, July 5th, leaving there on special train at 9:30 p. m. At noon the following day we will reach Atlanta, where a stop-over privilege of three days has been granted. From this point the route selected is the Richmond & Danville, which passes through some of the most picturesque sections of the Appalachian system and points of great historic interest. A stop-over of from one to two days will be made at Washington, and also at New York.

Of course the completion of THE GREAT MEMPHIS BRIDGE.

which is now in daily use, has afforded opportunity for a considerable shortening in time of trains, and general improvement in schedule and service of this route. The running time of the Memphis Route Fast Mail trains to and from Birmingham has been reduced one hour and ten minutes; but the principal benefit derived by patrons, will be in the way of CERTAIN CONNECTIONS at Memphis-not only to and from the Northwest, but between Arkansas and Texas and the

SENT FREE AS A PREMIUM!!

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A MACHINE WITH WHICH TO WRITE A New, Perfect and Easy System of Shorthand.

THE POINTS OF SUPERIORITY ARE THAT:

It is learned in one-third the time required by

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All its work is uniform and mechanically exact.

Its use is pleasant and does not strain the eyes, hands or body.

It can be operated in the dark, as well as in

One operator can easily read another's work.
It does not require the use of eyes, leaving them
free to follow the speaker's motions.
The machine is noiseless.
It is of such small and convenient shape that

the operators carry it everywhere.

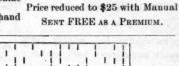
Its leather case is of such shape that it is used

as a rest for the machine when used upon the lap.

The mechanical principle in the arrangement the work to both hands.

The fatigue consequent upon the use of the Weight with Case 314 lbs.

pen is obviated by shifting position of machine from the lap to table, and vice versa. No knowledge whatever of pencil shorthand



Weight with Case 31/4 lbs.

The alphabet is mechanically accurate, and the letters always the same whether at the rate of 50 words per minute or 200. There is no uncertainty or confusion in transcribing the notes. It is quickly learned and easily read. The principal point of superiority over the pencil is accuracy in rapid writing, making it especially desirable for verbatim reporting.

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American Journal of Education.

1120 Pine Street, ST. LOUIS, MO

IDEAS WANTED

For VAN DORN'S MAGAZINE, the wittiest newspaper published in the world. To every person who will send one or more original ideas which shall receive the endorsement of the edutorial staff \$1.00 a piece will be sent. Ideas are valuable. For specimens of required work send 10c for sample copy. Non-professional writers especially invited to contribute.

Pub. VAN DORN' MAGAZINE, Mt. Morris, Livingston Co., N. Y.

This being the only bridge across the Mississippi River south of St. Louis, definitely settles any question as to the quickest and safest route to and from Atlanta, Washington and the entire Southeast, Your ticket agent can give you all the particulars, and will arrange your trip via Memphis (and the "Memphis" route) at no greater cost than via the "ferry transfer" gateways.

Among the enjoyable features of the return trip, will be a boat ride down the romantic Hudson from Albany; a run by rail to Baltimore, thence by steamer the whole length of the Chesapeake Bay.

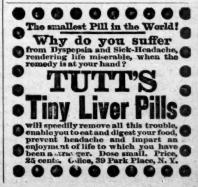
Cheap excursion rates from Saratoga to Boston, the White Mountains, Lake Champlain, Montreal, Niagara, Martha's Vineyard, etc., have been established. The railroad fare for the round trip from Fort Smith, Ark., without membership fees, is for Atlanta, \$22.30, and for Saratoga, \$35.75.

Arrangements may be made at either spirit for extension of the etc. until point for extension of tickets until September 15th.

Here is the opportunity of a life-time of seeing this magnificent stretch of the sunny South-land, to view its wonderful resources, its material pro-gress, its picturesque scenery.

THE consolidation of "The Sheldon Series" of school books and "The Franklin Series" embracing as it does, not only "readers" but a full and complete line of text books for all grades of instruction, from the primary up through to the highest branches taught, is an event of more than ordinary importance in our educational history.

Sheldon & Company have for years held a high place as text book publishers, and this consolidation brings under their direction and control a large variety of publications which have stood the test of use for years. We are glad to call special attention to the list as presented on page 14, of this issue. They aim and design to reach, by their several branch houses located at Chicago, New York and Boston, the whole school-going pub-



TEXAS

EDITION

American Journal of Education

\$1.50 per year in advance.

W. S. SUTTON, Houston, Texas.... | Editors. J. B. MERWIN, St. Louis....... |

ARE the funds on hand, - and sufficient to pay the teachers each month as other State and county officers are paid?

Ir you and your friends can secure safe, quiet, comfortable lodging for about 85 cents per day, and take your own food, if you like, from home, you and your friends can afford to spend a week or ten days and see the "World's Columbian Exposition." Better write for further and full information to "The World's Fair Protective Entertainment Association."

THE railroads of the country north and south have done a very generous and magnanimous thing in giving reduced rates to tens of thousands of teachers, and others interested in the great meetings for educational and religious purposes-who, but for such liberal reductions could not have left home at all.

It is a great thing to move twentyfive or thirty thousand young people from the Mississippi Valley to the sea-board and return without serious accident.

Then, too, the contact and travel and change and sight-seeing has been of inestimable benefit to all who participated, enlarging their horizon of life, and its work and its possibilities and demands too. These liberal and extensive accommodations offered by the railroads should not be forgotten by those who do so much to form public opinion when the railroads of the country and their management are being denounced by the unscrupulous demagogues and "calamity howlers." The railroads are the friends and helpers of the people all the time and everywhere.

IT is next to certain that the date of dedication of the World's Fair buildings will be changed from October 12 to October 21, the latter being really the 400th anniversary of the landing of Columbus, allowance being made for the correction in the calendar made in the time of Pope Gregory. The Senate has passed a bill making the change referred to, and it is not doubted that the House of Representatives will take like action. The change was requested by the World's Fair Commissioners of New York, the legislature of which State had provided for a Columbus celebration on October 12. It was thought that the two celebrations, if held simultaneously, would detract from each other.

Vanishing and Abiding.

T the close of a lesson in psychol. ogy recently in the St. Louis High School one of the young ladies of the class intimated that she would like to ask a question. The conversation was something as follows:

TEACHER-You have a question? PUPIL-If you please.

T-Certainly. What is it?

P-You told us last year that "the answer to a question is the question itself raised to its highest powers." [A smile noticeable.]

T-Yes: but what is in your mind now?

P-Well, I have been thinking that if what you said is really true we need not ask any questions!

T-So you are thinking of a possible perpetual vacation !

P-[Laughing] But not just yet.

T-I suppose you think that if the statement you have referred to is true the questions will in due time answer themselves?

P-That is the way it seemed to me. wouldn't that follow?

T-Very likely. But meanwhile we seem to be assuming the actual existence of the questions in our own minds. Do questions form a necessary aspect of the mind's existence?

P-It seems so.

T-Well, do you see any effect that the mere asking a question is likely to have on the question itself as it arises in your own mind,

P-I think asking the question might make it plainer in my mind.

T-Could you, in fact, ask a question before it has attained a good degree of clearness in your own mind?

P-No. I don't think I could.

T-Really asking the question is stating it in words?

P-Yes; it can't really be asked

T-And it is impossible to state the question in words until you clearly apprehend it as a question?

P-That seems quite impossible.

T-Then the mental effort made in stating the question makes the question itself clearer?

P-Yes, that seems plain enough.

T-Well, has clearness in apprehending a question any relation to its answer?

P-It looks as if it might lead to the

T-Suppose, then, that you make the question clearer to yourself by merely formulating a statement of it. Might not some one else, who has felt the same difficulty and has already found a solution, be able to give you some bint helping you to find the roses have one common plan? solution also?

P-I suppose he might.

T-But the "hint" - would that really help you unless you made use of it vourself?

could help me.

T-Do you see, then, the use of asking others for answers to your questions?

P-It might help me to reach the answer sooner.

T-It would be a gain in time?

P-Yes, I think it would.

T-Very well! but the answer in its fullest sense-will that give you a changing or a permanent form?

P-I don't think I understand.

T-I mean this: If your answer is a true one it will embody some principle or relation that is always true. Suppose, for example, your questionmood has reference to the triangle: and the answer, as you discover at length, is: That "the sum of the angles of a plane triangle is equal to two right angles," Do you see that that relation must always be truethat your answer has given you, or rather consists of, a permanent form?

P-Yes, I see now! and yet-

T-There is still a difficulty?

P-Won't you give us another illustration?

T-Help you to find one! You mean

P-I was forgetting that I must answer my own questions!

T-Well, doubtless everything in the world, rightly looked at, is an illustration! Let us take, for our present purpose, a rose. For the senseconsciousness, what is a rose?

P-We have already learned that for that grade of consciousness, a rose is an agreeable combination of form. texture, color and odor.

T-And form, texture, color and odor -is not each of these a general form or mode of sense-consciousness not dependent upon any one particular

P-I am not sure that I understand perfectly.

T-Take for example color. The sensation of redness depending upon the presence of some particular rose is like that occasioned by the presence to vision not only of other roses, but from which all things arise? of many objects in other respects quite different from roses. The color becomes established in the mind irrespective of this or that object.

P-I see.

T-But if that is true of color in the sense-consciousness what will you say of that form which you call the "plan" of the rose and which appeals to your thought consciousness? Has each particular rose its own plan?

P-No indeed! There is a general plan for all roses. You have often told us that.

T-Never mind what I told you. Only be careful what you yourself think. How can you prove that all

P-Well, by analysis of particular roses, for one thing. Besides, a rose with an entirely different plan would not be a rose. As you- I mean as we have learned to think, the name P-Plainly that is the only way it "rose" stands for a concept in our one aspect of the changeless? minds. And this again stands for a

typical plan of arragement in the flower.

T-And this typical plan-is that something that you can think of as varying from year to year?

P-I am not sure that I understand why it should not vary.

T-Did you not say, just now, that a rose with a wholly different plan would not be a rose?

P-I had forgotten that. And yet can there be no change in the plan?

T-No doubt there may be modifications in detail adapting the rose to any variation taking place in the environment. But the plan-that must remain essentially the same if our rose is to remain a rose. If in any locality the change in the environment were such as to require a radical change in the structural form of a rose, then for that locality the rose must cease to exist.

P-Yes, it seems clearer now.

T-And now let us note the fact that. like everything else, the rose arises out of a complex of conditions which, taken in its fullest sense, includes the whole universe. Is it clear to you that nothing less than this could produce a rose?

P-Yes, I think that has been proven in other lessons.

T-Well, then, can you think of the universe as being without a plan any more than the rose could be a rose and yet have no plan?

P-No, it is clear that the universe out of which the rose with its plan develops must also have its plan.

T-And as including all plans within itself could the plan of the universe be less than perfect?

P-That seems impossible.

T-And as being perfect could the plan of the universe change?

P-That again seems impossible.

T-Suppose it were to change. What would be the result?

P-It must become imperfect.

T-And yet the universe is that

P-Clearly so.

T-Nothing could cause change in the universe then unless it were to cause change in itself.

P-Nothing; for the universe is all that there is.

T-And so if the universe were to change it must itself produce this change, and that would mean that the perfect, by its own perfect activity. would render itself imperfect.

P-And that surely could not be.

T-No indeed! For that plainly would be an infinite contradiction. It is wholly unthinkable, since a contradiction cannot possibly be taken up into the true thought-consciousness. But our rose-did we not agree that the plan of the rose is itself one aspect of the plan of the universe?

P-Yes, we said that.

T-And do you agree that as such it cannot change, since thus it is but

P-Yes that is plain.

T-And so the plan of the rose (of which the particular rose you may have in your hand is but a passing expression) is itself a permanent form?

P-I see very clearly now what you mean by a "permanent form."

T-But can you really think anything that is not of the nature of thought ?

P-No. clearly not.

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T-And you can think out the plan of the rose?

P-Yes, I see. And so [after a moment's pause] the rose is a thought, than?

T-Yes, truly! The type, or what we may call the eternal rose, is a thought-form of the creative energy. The particular rose is that thoughtform blooming into sensuous visabil-

P-No wonder the rose seems so beautiful!

T-No wonder, indeed! But do you see that even the sense-form of the rose is in deepest truth not real for you until you have in some measure taken up the thought-form of it into your mind?

P-I am afraid I don't quite understand that.

T-Is not your very perception of the particular rose you are examining heightened and enriched by the development in your mind of a clear conception of the rose in its plan; that is, in its typical, structural form?

P-Yes, that is true.

T-Again, just as a spoken word vanishes even in the speaking; while the thought remains as a permanent mode of the mind to be uttered again and again in a similar spoken word; so the particular rose blooms and quickly withers, while the plan remains as a permanent mode of the creative energy to be embodied again and again in similar blooming and yet swiftly fading forms. And the better you comprehend the plan, the more significant the sense-form becomes to you. Do you see now? Which, in truth, is the more real, the vanishing rose, which appeals to your senseconsciousness, or the permanent rose, which appeals to your thought-consciousness?

P-It looks as if I ought to say, "The permanent rose."

T-Yes, and yet how absurd that seems to the sense-consciousness! Do you think the permanent will arise out of the changing, or the changing out of the permanent?

P-Clearly the changing must arise from the permanent.

T-Then that which is visible to the sense-consciousness has its origin in that which is visible alone to the thought-consciousness?

P-Yes, the contrary is plainly impossible.

T-And whatever satisfies your thought-consciousness, that is the true answer to your question in any given case?

P-Nothing could be plainer than

T-Well, then, do you see that finding true answers to really significant questions about things is learning to of the wisest thinkers in the world see things under their permanent or eternal forms?

P-Yes, that is clear.

T-And so far as that is the case, do you see that getting true answers to your questions may be regarded as really getting rid of them?

P-[With a smile.] That doesn't seem so plain.

T-Well, the vanishing forms of things, those are their time-forms?

P-Yes.

T-And it is precisely through these time-forms of things that you become or eternal aspect?

P-Yes.

T-And this eternal aspect of things is in truth the real ground of your deepest interest in their time-forms?

P-Yes, that seems true, also.

T-Well, then, though you must answer your own questions, yet the stimulus to your mind, coming through a suggestion from some other mind, may nevertheless help you to find the answer sooner. You said that in such cases there would be a gain in time?

P-Yes, I remember.

T-And is not that a reduction of the time otherwise required to attain the answer?

P-There can be no doubt of that.

T-And is not that so far a getting rid of time?

P-It does look like it.

T-And yet seems hard to believe? P-Very hard, indeed.

T-There may be something of a fallacy in the statement, if left just in that form. But do you see that in becoming clearly aware of the permanent form, you forget, in a measure, the vanishing form?

P-Yes, that is true.

T-And the vanishing form is a time-form, while the permanent form is an eternal form, or a form of eter-

P-Yes, I think I understand that, T-But you forget or get rid of time in dwelling on the eternal forms of things ?

P-It is growing clearer.

T-And this is a matter of degree, so that you might come at length to see the vanishing forms as nothing else than the passing modes of the eternal forms?

P-I think I can see how that might

T-And vet time is necessary to learn that and all other lessons?

P-I see [a sudden gleam]. We need time to get rid of time!

T-Yes, that is it. The real answers to all our questions are just the eternal forms of things. And yet it is through time that we become able to see beyond or through the vanishing forms to the eternal types. It is through time, or through the efforts by new "methods."

which give reality to time for us, that we find our way into eternity; and eternity is not an infinitely distended phantasmal time, but rather, as one has said, "It is perfect existence."

That Bell.

"The bell invites me."
—SHAK,

HE school-house bell answers for correct time in a very large number of places. The variation in clocks and watches prove to be a great drawback and cause tardiness for which pupils can scarcely be held morally responsible. In fact, owing to the distance many must travel, and the great difference in time throughout the disaware of and trace out their abiding trict, it is not surprising that pupils get to school at almost any time during the first hour. A school-bell will greatly decrease this difficulty, as it would be a regulator, or serve as a town clock for the parents as well as the pupils. The school-bell will always quicken the steps of slow pupils, mark the time for all, and be a voice entreating the indulgent parents to send the little one to school whom he has retained home to do chores, or because he did not wish to go.

> When the pupil leaves the school for other fields of labor, the chimes of the school-bell will be remembered with pleasure, as they called him to labor, and marked the periods during the happiest portion of his lifetime.

> The fact is there is no piece of apparatus in which the school trustee or directors can invest that will prove to be of more value or is productive of better results. If provisions for a belfry were made in the specifications for every school house the district would never be at any additional expense for such an ornament. If the directors would add utility to embellishment, they will at once secure a large bell which can be heard all over the entire district. A farm in these days is not considered well regulated or equipped without at least a large bell. If it is true of farms, why will not this rule apply with more force to a well regulated school house?

> All locomotives are provided with a good, clear, loud-ringing bell, besides the time tables published.

> The children will all help not only to buy a bell but to obey cheerfully and promptly its summons. By all means take steps to secure a good ringing bell for the school at once.

IT is not quite so much new "methods" and novel "methods" that are demanded in our schools, as new energy and a loftier enthusiasm to train pupils into a love of right and obedience to the law of duty for the sake of right-a moral hero, who contends without anger, conquers without meanness and duplicity and triumphs without pride. This is the sort of training most needed now-a-days, rather than the "clap-trap" of success

On to Atlanta.

LITTLE ROCK, ARK., June 10, 1892.

O SUPERINTENDENTS AND TEACH-ERS:-After full consideration of the merits of all lines, we have decided upon the K. C., M. & B. road as the official route for the educators of this State to both the Atlanta and Saratoga gatherings. Its rates are as low as any offered us, and its distance and time to Atlanta shorter.

In addition, we are offered through round trip tickets to Saratoga, which afford stop-overs at Atlanta, as well as at principal points north thereof. and are guaranteed optional routes returning, which include the Hudson River steamers from Albany to New York, and the Bay Line steamers from Baltimore down Chesapeake Bay to West Point, Va; thence by rail to Atlanta, via Richmond.

Tickets may be purchased and used on any of the dates mentioned, but our official train will leave Memphis at 9:30 p. m., Tuesday, July 5th, reaching Atlanta at noon of the 6th. Ample sleeping car accommodations have been arranged for, and those desiring berths will please make reservations at an early date through Mr. H. D. Ellis, General Agent of the K. C., M. & B. at No. 339 Main Street, Memphis, Tenn.

J. H. SHINN. State Superintendent.

FOR \$22.65 the Toledo, St. Louis and Kansas City Railway, Clover Leaf Route will take you to the National Convention at Saratoga, all rail route, St. Louis via Toledo, Detroit, Toronto, Montreal and Rouses Point to Plattsburg; boat down Lake Champlain to White Hall; by rail to Saratoga; return by rail direct via Albany and Niagara Falls allowing stop over through Canada, Detroit and Toledo. Tickets on sale July 5th to July 13th inclusive, good returning to Sept. 15th. Ticket office 505 Olive Street.

Important to Teachers

The Toledo, St. Louis and Kansas City R. R., Clover Leaf Route makes a rate to the National Convention at Saratoga Springs, N. Y. of \$22.65 for the round trip, this includes the initiation fee of \$2.00. The Clover Leaf provides a double service of vertibuled buffet sleeping cars and buffet reclining chair cars. This line offers a greater number of routes, more diversified scenery enroute and better stop over privileges than any other line. Special rates have been arranged for side trips from Saratoga to all points of interest in the East, including New York and Boston. For further information call on

> J. E. DAVENPORT. Passenger Ticket Agent, 505 Olive St., St. Louis, Mo.

ILLINOIS

EDITION

American Journal of Education.

\$1.50 per year in advance.

E. N. Andrews, Chicago Editors. J. B. Merwin, St. Louis. Editors.

OUGHT we not to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and state officers are paid? We think so.

WE cannot begin to urge upon the teachers, too early or too strongly, the importance of arranging to spend a week or ten days, next summer, at the World's Fair" in Chicago. Never again in the lives of our people will there be another such an unrivalled exhibition. No expenditure of time or money of any millionaire, or of all the millionaires in the world could give such an opportunity to witness what has be en accomplished s this exhibition will afford. It will or can be made a very enjoyable, instructive and a very economical trip too.

Plans are being perfected so that the masses the producers, the people of ordinary means can go and see all there is to be seen about as cheaply as to remain at home.

Better write direct to "The World's Fair Protective Entertainment Association" for full information, as they propose care for teachers and their friends for about \$2.50 per week.

Colorado.

ERE is what Colorado proposes to do at the "World's Fair" at Chicago. We do not see how anyone can afford to miss this exhibit. It will cost but a trifle to take it all in:

"The educational exhibit from Colorado at the World's Fair is expected to be exceptionally good. That it may be intelligently prepared, Dr. Snyder, President of the State Normal School who is an enthusiastic expert in exposition affairs, has been engaged by the State Board to visit teachers' institutes and the schools of the State, from kindergarten to college, and explain what is wanted and how it can best be prepared. He carries with him a mass of specimen work with which to illustrate his addresses. The result is that he leaves both teachers and scholars changed from a state of bewilderment into one of understanding and enthusiasm, and prepared to work effectively in gathering the exhibit desired.

Colorado women will probably be represented numerously at the World's



THE PUBLIC SCHOOL MAP.

HIS public school map puts the American educational system in a striking form. Thirteen million pupils are now enrolled in the public schools of the United States-that is, there are more than three times as many pupils as the entire population of the United States in 1800. The entire population in 1830 was 12,866,000; there is consequently a larger nation of children now in our free schools than the whole nation of sixty years ago.

These 18,000,000 public school pupils are one-fifth of our present population of 65,000,000. There are something over a million more in private and parochial schools. But it is this nation of our free school youth, this nation within the nation, that will be controlling the republic fifteen years from now. These "children of the states," imbued with our characteristic American spirit, will soon be the leaders of the people who are to solve the problems of the opening years of the coming century.

One-fifth of our population in the public schools means that the American idea is that childhood and youth shall enjoy a sacred immunity from labor while the preparation for life is going on. In all our states the age when children can be employed for wages during the school term is steadily creeping upward. The time is not far off when one-fourth instead of one fifth of its population will be enrolled in the schools. Here is the place for state legislation to make rapid and sure strokes. When the children of a poor family are hired out for wages there comes an apparent relief to the family; but child labor invariably reduces the wages of adults. Raising the school age always operates to raise the wages of the men and women to whom labor belongs. In the states not yet awake to this the children who ought to be in school are with their little hands holding down the general rate of adult wages. If fifteen were made the universal school age, with strict penalties for hiring a child under fifteen during school hours. millions of tolling children would be added to the hopeful nation of pupils now in the public schools.

Who are the instructors of this vast democracy of youth? Three hundred and fifty-two thousand teachers are employed in our public schools, and about fifty thousand in private and other schools. One-third of them are men, two-thirds are women. The men are usually well trained. The proportion of trained female teachers is increasing year by year, as the Normal Schools send out their classes. Nevertheless, scores of thousands of these female teachers are untrained. Such teachers are incompetent. Forty per cent. of all the female teachers teach for only one term! Think what that means. In the rural districts of many states teaching is a "job" to which almost any girl may turn. Careful examinations of teachers are not to be expected when the school fund is so penurious that the cheapest teachers are the only applicants.

The faults of the American public school system, however, are all on the surface and can easily be remedied. State superintendents and higher educators generally are giving to all the weaknesses discernible in our system their careful attention. They are determined that the new century shall open upon an educational plant as nearly without defects as progressive energy and money can make it.

The public school is our most distinctive American institution. It is this same public school which, more than race, has made the difference between this republic and the republics of South America. When the world gathers here at our 400th anniversary to scrutinize our life this, our proudest institution, will be pointed out as the clearest source of American greatness and enlightenment.

It is a very fitting thing that the celebration of Columbus Day, Oct. 21, be placed in the hands of the American public school. Through the school house flag movement, and the education in patriotism aroused by it, the schools of the republic have been grasping the significance of their relation to the life of the nation. As our 13,000,000 of public school pupils see committed to them the celebration of America's greatest anniversary they will receive a new and inspiring lesson in the responsibilities of public leadership which devolves upon the educated American.

Fair. At least, many of them are twenty artists and three sculptors— abroad and in this country. Wall the lines in which women are intend-

department twenty-three women - attention in art exhibitions both broidery, literature, etc., are among hibited in the state building.

making applications for space, and are have applied for space. The work of paper, carpet and portione designing, ing exhibitors. Copies of the works of preparing exhibits. In the fine arts some of them has attracted favorable decorated china, wood carving, em- every Colorado author are to be ex-

LOUISIANA

EDITION

American Journal of Education.

\$1.50 per year in advance.

HENRY E. CHAMBERS, New Orleans | Editors

OUGHT we not to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and State officers are paid? We think so.

"The eighth and greatest wonder of the world" is what the World's Fair buildings and grounds, even in their present incomplete condition, are pronounced by Major Woods, Executive Commissioner of the Connecticut World's Fair Board.

High 'praise for the Exposition was given in the report made to Congress by the Dockery Investigating Committee. Here are a few extracts:

"The investigation discloses the fact that adequate provision is to be made for a copious water supply, an efficient sewerage, fire, police, and electric system, and for rapid transit within the Exposition grounds, both by rail and by water. The landscape features will be singularly attractive, whilst the intervals between the buildings will afford ample breathing spaces. The waters of the lake wind themselves amid the buildings and through the grounds with wholesome and picturesque effect. Indeed, the expenditure will be unstinted to make entire provision for the health and comfort of the visitors.

The general architectural effect is striking and imposing in the highest art is in beautiful harmony. The interlacing of the land and water constitutes a novel and inspiring picture. The spacious grounds, clothed in verdure, dotted with shrubbery, and relieved at intervals by forest growth, complete the elements of a matchless panorama. It is a worthy tribute to the genius and enterprise of the wenderful city of the Northwest. *

In concluding this report your committee express without reserve their confidence in the assured success of the Exposition. In every essential feature it stands unrivaled in all time.

In its scope and magnificence this Exposition stands alone. There is nothing like it in all its history. It easily surpasses all kindred enterprises, and will amply illustrate the marvelous genius of the American people in the great domains of agriculture, commerce, manufacturers and invention, which constitute the foundation upon which rests the structure of our national glory and prosperity."

The investigation was thorough, and the report covers exhaustively the status and needs of the Exposition. The committee estimated the Exposition's total income at \$29,275 -482, and its expenditures at \$19,319,-088. This represents, of course, the financial status of the local or Illinois corporation alone.



History and Literature in Grammar Grades.

[Abstract of paper read by Superintendent J. H. Phillips, before the Department of Superintendence, Brooklyn, N. Y.] INDIFFERENCE to history and liter-

ature as subjects of elementary school work may be partially attributed to the absence in our local and institutional history of the element of antiquity. Proper perspective will serve to enhance our interest, both in American history and in American literature. The main cause of the neglect of history and literature is deeper-lying, but farther-reaching in its effects. Based upon the primary conditions of educational development, we find two distinct lines of thought, characterizing respectively the two predominating ideals of the century. The one, emphasizing subdegree, the blending of nature with jective conditions, subordinates the acquisition of knowledge to the disciplinary value of the studies pursued, and concentrates the agencies of education to secure the exact discipline of the intellectual faculties, leaving the culture of the executive and emotional powers of the soul to the accidents of life. The other, emphasizing objective requirements, makes the immediate utility of the subject matter the measure of its educational value. The influence of these dominant educational ideals upon the curriculum of the grammar school, may be seen in the neglect or exclusion of the studies of history and literature, and in the determination of the aims, subjects and methods of the elementary course.

Only about fifteen per cent. of the pupils in our elementary schools reach the high school. The masses take their reading in their own hands, and drift unwarned into the dangerous shallows of ephemeral literature. Our most effective instrumentalities of culture should be concentrated in the grammar schools. In the millions of youth now in these schools are centered the hopes and the interests of the future. For many years to come, the battle-ground of the republic must be the grammar school, and the instruction here imparted will deter-

ization. The interest of both history and literature centers in man; these subjects are the humanities of the school; they serve to inspire the soul and hold the life more effectively than all the other studies of the course combined.

"All roads lead to Rome;" all the studies of the elementary school, properly co-ordinated, should lead to the cultivation of taste for good literature, the supplement and complement of all. Instruction in the related subjects, reading, language, grammar, history and geography, should be organized with direct reference to literary acquirement. History and geography should be correlated throughout the course; association of the elements of time and personality in the one, with the element of place in the other, will aid the memory, and facilitate the study of both.

The revival of historical studies in higher institutions has revealed three prominent needs of historyteaching in our elementary schools: better preparation on the part of teachers, improved methods of instruction, and better gradation of the course in history. While we should emphasize better preparation and improved methods for the teacher, proper gradation of the course is of prime importance. Good history teaching in the grammar grades must have its roots deep in the primary, and requires a course of study based upon the several stages of development in the historical sense.

History and biography constitute the doorway to the broader fields of literature-to the literature of power, or inspiration. Numerous methods have been tried with varying degrees of success, to cultivate in the schools a taste for wholesome reading. Supplementary reading, the celebration of authors' days, and the establishment of libraries, have been prolific of good results. These efforts emphasize the conviction that the study of English, upon which is spent one-half the child's time in school, has failed signally in cultivating the literary sense. Our language teaching is too abstract and technical; the child studies the anatomy of language, but hears not the voice within. Dexterity in verbal analysis brings no corresponding power of synthesis; secures no enlargement of the intellectual life. Technical grammar should be based upon a literature familiar to the pupil. The reading of a few great masterpieces in their integrity, with sole reference to their appreciation as literature, should both precede and accompany verbal drills and grammattical analysis. Culture does not consist in power to discriminate in the subtleties and trivial niceties of technical learning. We should not emphasize the grosser faculties, and neglect the divine part of the child's nature. The two dominant ideals, in mine the battle-cry of American civil- their extreme tendencies, are unmis- Street.

takably traced in our grammar schools, the one magnifying discipline, the other emphasizing information. As results, we have a curriculum crowded to the verge of feebleness; mental elasticity without power or intensity; massive but impotent imformation, without intellectual and moral organization.

We need the counteracting influence of those studies which will affect the moral conduct of life. Give to the millions of youth now in our schools that aid to character-building obtained from the noble examples recorded in history; the inspiration to noble living drawn from the visions of beauty and moral loveliness presented in literature.

Pope Leo XIII has shown the deep interest he feels in the World's Fair and in America by deciding to exhibit at the Fair some of the rare treasures of art, literature and history, which the Vatican contains. Archbishop Ireland cabled this information and asked for space for the exhibit. The Vatican contains a collection of art and other treasurers which cannot be duplicated and which are priceless in value. The exhibit will, no doubt, contain many of the most interesting of these treasures, and will attract, perhaps, more attention than will any other one display at the Exposition. This action by the Pope will certainly tend to increase greatly the interest taken in the Fair by all Catholic countries, and thus render it a greater and more successful Exposition, and one in which the entire world will take pride. To Hon. Thomas B. Bryan and Mrs. Potter Palmer, as well as to Archbishop Ireland is due much credit for using their influence to effect the result mentioned.

HERDER said this beautiful and true thing to his children in one of his precious letters to them:

"I am pleased that Herr Krause gives such a good account of your drawing. It is a grief to me every moment that I can't draw. I am like a dumb man who has thoughts but can't express them. Therefore, dear children, learn to draw well."

THE Toledo, St. Louis and Kansas City R. R., Clover Leaf Route, for \$22.65 will take you to the National Convention at Saratoga, via rail through Detroit and Toronto to Kingston, up the St. Lawrence through the Thousand Islands to Montreal; by rail through Rouses Point to Platts burg, from Plattsburg, by boat down Lake Champlain to White Hall, thence by train to Saratoga; the return trip will be made by rail via Niagara Falls, (allowing stop over), and through Canada to Detroit and via Toledo and Clover Leaf Route to St. Louis. Tickets on sale July 5th to 13th inclusive, good returning to Sept. 15th. Ticket office 505 Olive

MISSISSIPPI

EDITION

American Journal of Education

\$1.50 per year in advance.

Are the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid?

OUGHT we not to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and state officers are paid? We think so.

ALBEADY tens of thousands of peo ple, young and old, are wisely laying away a little money each month so as to accumulate a fund which will defray the expenses of a trip and a visit of a week or so to the great Columbian Exposition or "The World's Fair" at Chicago next year. This is a wise provision. An extra acre planted or sown, a little extra stock raised, a little wise economy in expenditures this year will put a million of people in the way of seeing what the best production of the world are in all departments of human efforts. By all means plan to go, and write for circulars of full information as to time and terms, to the officers of the "World's Fair Protective Entertainment Association." St. Louis, Mo.

Alabama.

One of the leading teachers in Alabama writes us as follows:

"I think it would be a good idea if all the teachers and superintendents in the United States could be gathered together at the World's Fair next year at some stated time. Of all the object lessons that ever were given upon the face of the earth this World's Fair will be the greatest. No person, however wealthy or intelligent, could begin to see by a quarter of a century's travel and the expenditure of a large amount of money what will be seen at this fair, for the best and most wonderful things that the world has produced will be there in great abundance and in every variety. Could reduced rates be secured on all railroads many would be enabled to go who otherwise would not attend Could this meeting be arranged, not only would those who go be benefited, but the whole country as well, for each would go back home with his ofher mind well stored with useful knowledge to all classes of mankind."

We are glad to be able so inform our friend that large preparations are being made not only to insure the attendance of teachers and their friends but to provide and care for them after they reach the city, on terms so reas onable that we hope at least one hundred thousand people will go who might, but for these provisions, remain at home. It is proposed for a rate of about 40 cents per day to provide lodging and shelter near the grounds of the Exposition, so that, aside from the railroad fare to reach Chicago, people can stay there two or three weeks about as cheaply as they could live at home, and have ample time to see all there is to be seen. We shall hope to meet the teachers of Alabama and their friends there in June, 1893.

A New Quarterly.

That the spirit of our time is pre dominantly commercial is matter of com mark. That only too many of our magazines have vielded and are vielding to the seductions of this spirit is only too clearly evident. But that on the other hand there should appear from time to time a periodical of high class in point of ability, and devoted to the least "popular," because deepest and most abiding, human interests, is an unmistakable sign of a strong undercurrent of spiritual vitality on the part of the people as a whole. We need only refer to the Journal of Speculative Philosophy, the Andover Review, the Monist, the Quarterly Journal of Ethics, and latest of all The New World, as illustrating in more or less widely contrasted ways the conviction that there are certain sdeals having a reality, the value of which is altogether incapable of measurement by any material standard.

The field chosen by The New World is especially that of religion and ethics. The "Old" World is the world of crude materialism; the "mediaval" world (dare we say it?) is the world of the adolescent human spirit struggling toward maturity, but involved as yet in the physical aspects of energy so impressive to the imagination; the New World is in truth the world of matured intelligence, the highest plan of which is consciously reflective and critical.

Now these three special aspects of the intellectual life have not merely unfolded successions through the history of the world; they are at the present day co-existent. The indifference of materialism is jostled and more or less irritated by the confident self-possession of scientific agnosticism; while reflective criticism, in its most adequate form, is endeavoring to rightly interpret these aspects of the world, both in their negative and in their positive character.

At the same time the negative aspect of criticism is only too liable to go over into the knighterranty of mere dragon-slaying. It is precisely this tendency, carried already to the extreme, which gives rise to so much distrust of the "higher criticism" in the field of religion and ethics. What is now needed above all is the fuller unfolding of the positive, constructive phase of criticism. Thoughtful people are already more or less in revolt against being told what is not true. They are coming inevitably to demand guidance toward what is true.

For example, the "solar" theory, upon which nyths have been so generally interpreted, has revealed only a dreary waste of monotonous materialism. We are beginning to ask ourselves whether there is not a soul-element in myths that will assure them an immortality of genuine human import. Not merely how the myth arose ages ago, but rather, what is the germ of perennial truth which found its first organic expression for man in the myth-that is the question of mos vital interest to us now. No doubt neglect of the "origin" involves the danger of fanciful interpretation, but exclusive pursuit of such question, to the neglect of the central, however rudiment ary, conceptions constituting the real functional activity unfolding into the primitive structural forms of belief, is the sure way of evolving endless dust-whirlwinds of triviality.

The supreme value of the "scientific method" is that it demands the conscious, deliberate tracing of all natural forms through all the essential phases of relationship involved in them from the simplest mechanical aggregations through the most highly complex chemical compounds, to completely individualize organic merits. And the culmination of this last phase is in the discovery of the spiritual factor as constituting the true individual—the infinitely perfectable, and hence indestructible unit. And in the sphere of religion the evolution of special forms of belief is to be taken in its entire compass as the series of exercises through which the pupil, MAN, has been and is to be led toward maturity in the school of divinity.

Nor does this educational process require that "A Summer Mo its easy grace. a "collector." Already facts have been accumulated far beyond the range of their adequate interpretation. And there can be no reasonable doubt that the really typical facts are already in nature's depths.

essession. What is needed more than anything else is that these typical facts shall be disengaged from the great miscellaneous mass of the common place, and exhibited in their fullest import. To the young man who had crossed the continent in order, through personal contact, to get the secret of the great naturalist, Agassiz, did not say: "Go and make an 'original' collection of shells, and so find out their meaning; but "Go to that heap of shells in the yard there, examine them and classify them." The "facts" are indeed indispensable, but the collector is only too likely to leave a huge miscellaneous mass of details, and the ultimate work of classification is fairly certain to be accomplished by those who, gratefully accepting the collector's work as legitimately done, devote their eneriges from the first to the tracing of those characteristics which give to the particular facts their universal significance as each embodying the type or plan of a given genius, or variety, as

Nay this differentiation as between collecting and interpreting facts is only so much the more necessary as the sphere of investigation is richer in detail, and as the details involve a more subtle, complex significance. Generalization is, in fact, a no less legitimate specialty, than is the minutest gathering of particular facts.

We have been more directly led to these reflections by an examination of the first number of The New World, which we carnestly hope may prove an exponent of the "higher criticism" in its positive and highest character. The articles are on a par with those of the best English quarterlies. Only, we are bound to say, the one on "Thomas Hall Green's Philosophy" seems to us to be hopelessly inadequate as missing utterly the clew to that subtle thinker's central thought.

With an Editorial Board including (as managing editor) Rev. N. P. Gilman, well known as a writer on economic subjects; Prof. C. H. Toy, a specialist in the history of religion; and Prof. C. C. Everett, whose work in the field of speculative philosophy has long been familiar to students in this line, we have a right to expect positive results of the highest value.

The Pedagogical Seminary, issued by Dr. Hall, of Clark University, and published by J. H. Orpha, Worcester, Miss., is fully sustaining the high promise of the first number. Number two is devoted mainly to critically digested records of child-life. These records are of the very highest interest and importance to teachers, and especially to all those having either directly or indirectly to do with the education of young children. There is one better thing for the States to do than to furnish these numbers to the teachers of public schools, and that is, to pay its teachers such salaries that they can afford to buy such publications, as well as publish them.

Let the community demand a higher quality of work from the teacher, and the teacher will soon come to demand a higher quality of life and of work from himself. Meanwhile, why should not these numbers be added to the local school libraries that are beginning to multiply so rapidly in some of our Western States, notably Missouri,

Mr. W. V. Byars' poem, "The Tempting of the King," reviewed in the last number of this journal, has already reached a second edition. A few typographical errors have been corrected. Readers of this poem will look forward with genuine pleasure to the appearance of "Taunhauser; a Mystery," by the same author.

"Dramatic Sketches and Poems," by Louis J. Block, Philadelphia, J. B. Lippincott & Co. 16 mo., pp. 220.

A dozen years ago Mr. Block published his exquisite dramatic sketch, "Exile." In the volume before us this is reproduced, and many shorter poems added. Few writers of English verse have shown in like degree of finish the gift of verse, "A Summer Morning" is fairly Swinburnian in its easy grace. And yet nothing could be more thoroughly anti-Swinburnian in spirit than this same poem with its clear insight into nature, and its fine glimpse of the universal soul mirrored in nature's depths.

But Mr. Block is also fairly transfused with the finest breath of the classic world-a breath which he knows well how to articulate into subtlest suggestion of truest modern import. Take for example "Pygmalion." Here we have the poet, who is ever in truth the prophet. The statue which Pygmalion leaves is a nobly beautiful, spotlessly pure image in his own soul. This is his model. As prophet he must deliver a message to men. As poet he must be true to his model. But men care little for his lofty message with its severely beautiful form. And so it comes to pass that he wearies of their scorn and neglect, changes his message and its form, and wins the admiration of the world. Yet all this praise of men turns to tumult, and Pygmalion, in amaze, soon finds himself sunk "deep in hell."

"One last, long look I cast into my heart, And saw my statue soiled and sensualized, Bruised, dragged in the dirt of vulgar aims, Disowned, and beast in semblance, that shone erect

A woman mild with eyes of love and hope."

Kreutzer, Sonatas and Zola cess-pools! To such depths infernal has he fallen! Though from a "ledge of lingering hope" he "weeps and prays and weeps," and through such genuine repentance is able to look upward once again and "catch sudden gleams of distant stars."

All lovers of true poetry—of that genuine prophecy which of its own necessity assumes a rhythmic form—will find in this volume a source of pleasure that will prove richer with each return to its clear depths.

Methods of Instruction and Organization in the German Schools, by John T. Prince, Ph. D. Boston, Lee & Shepard.

This hand-book of a little less than 250 pages is a record of careful, personal observations made of the various school systems of the German Empire. Fine discernment is shown throughout, and in reading this unpretentious record one is specially impressed with the fairly transforming effects produced upon the German teacher by the studies he is expected as a matter of course to pursue in the philosophy of education.

We know of no other single work in which the average American teacher is likely to find so many clear intimations of the soundest practical methods in school-room work. We commend especially the chapters on Reading and Languages. The use made of fairy tales by the Herbartian School of Educators in elementary Instruction in language is worthy of unreserved adoption. The results in stimulating intelligence and quickening moral growth could not tail to be very great, and altogether desirable.

Ethical Training in the Public Schools, by Charles De Garmo, President of Swarthmore College. Philadelphia: American Reading of Political and Social Science.

This pamphlet of 25 pages presents an excellent indication of the chief features of ethical teaching. It is especially valuable in the emphasis it puts upon the best literature of the world, on the one hand, and upon institutions, civil, social and religious, on the other, as the correct embodiment of the ethical convictions of the race. Happily the ethical aspect of education is receiving greatly increased attention, and teachers would do well to avail themselves of President De Garmo's fruitful suggestions.

The Homiletic Review more than "holds its own," which is saying a good deal. Our friends of the ministry find it most helpful, as we can testify from personal words. The various sections are full of practical interest. These divisions are the Review, the Sermonic, the Exegetical, the Sociological, the Miscellaneous and the Editorial. The June number has a paper on the "Mystery of Healing as Opposed to Faith Cure;" Prof. Morris, of Lane Seminary, writes of "Tyre and Prophecy;" T. T. Munger on "Exegetical Preaching;" Prof. Murray, of Princeton, on "Leighton;" and John Bascom a paper on "Reform,"

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Great Meetings.

"A thousand hearts are great within my bosom."

THESE great gatherings of the teachers and educators the last few weeks will be productive of great good to the people. Great themes have been discussed in a vital practical way, so that the design of the public school system, and its training, will be not only better understood but more amply provided for.

Not all the eighty thousand teachers, of which Atlanta was a convenient center, were present. Why? From the simple fact that they could not afford to spend the money the trip would cost them, but every teacher in the South will be materially helped in their work as a result of this meeting.

We are all wise in capacity, and wisdom is contagious. No good thing said, stops with merely being said. It spreads and finds lodgment in far distant minds and places as well as among those present.

There is a richer and more related existence as a result of all these gatherings. So of the great meeting at Saratoga, but relatively few of the great number of teachers were present in person, but the papers read, and their discussion evoked a new and wide influence. These speakers shed their own beauty and strength upon the topics discussed and higher ideals of life and work are formed and consummated.

It is comparatively easy to criticise and find fault with both the topics discussed and the manner of the discussion, but our "yard stick" may be perchance a little short. We prefer to take and to get the good, generated at these great gatherings, and spread that as far as we may, though it may be necessary now and then to prick the bubble on some self inflated egotist.

Emerson said "that it is as real a loss that others should be low, as that we should be low, as we must have society." All lives are enriched by these great gatherings where themes are discussed by the most illuminated and tender minds.

Pity it is, that any teacher for want of means, should be deprived of the inspiring, uplifting influence of personal contact at such great gatherings of the leaders of the people.

Iowa.

HE Iowa School Journal, too, wheels into line under the able and practical editorship of Hon. Henry Sabin.

He says: It has seemed to the editor of The Journal that the work which political papers do for their party, the educational journal should \$100,000 building. do for the schools. One of the great-

est needs of the time is the enlightenment of the people regarding the work done in the schools. There is no want of interest on the part of the people in their schools. Every man desires a certain amount of education for his child. But there is a woful lack of information among the people, concerning the good work which the schools are now doing, and the better work which they are capable of doing under wiser and more skillful direction.

He says further that the Iowa School Journal will work "for the establishment of public school libraries in every town; for the promulgation of sound educational doctrine through lectures and public discussions; for the enlightenment of teachers by means of associations, and round tables, for the progress of the reading circle work among teachers and pupils; for the payment of salaries in proportion to the work required, without regard to the sex of the teacher; and for free text books for pupils use. These indicate some of the lines along which The Journal will work, and in the pursuance of which it asks the hearty co-operation of the friends of education throughout the State."

The Journal will, in working along these, lines richly deserve "the hearty co-operation of the friends of education" not only "throughout the State" of Iowa, but of every other State.

Bro. Sabin cannot fence in Iowa, or fence out other teachers. If he could do this where would he have been to-day? The fact is a large number for other work every year-domestic, professional and other duties claim them. The ranks must be reinforced from other States.

Teachers in Massachusetts, Connecticut, New York, Ohio, Indiana, Illinois, Missouri and other States, if they are wise, will, take The Iowa School Journal with others and so get the trend of educational affairs in this great State.

We suffer, as teachers, from narrow views and from what we do not know.

Let a frogtown journal plead with a frogtown constituency that they should limit their mental and moral vision to the boundaries of frogtown, but sensible teachers know that such croaking is only for the ignorant and the stupid.

All truth and all intelligence, without regard to State lines is for the use of all who can or care to utilize it.

NEARLY all the Southern States will be well represented at the Exposition.

TEXAS has already provided a fund of \$225,000, and is vigorously pursuing a plan which, it is believed, will results in increasing the amount to \$1,000,000. It has contracted for a

\$100,000, and will erect a handsome building.

FLORIDA is confident of raising \$200,000, aud will reproduce at Chicago old Fort Marion for its headquarters.

ARKANSAS is raising \$40,000, and with apparent success, for it has contracted for the erection of an \$18,000. building.

In ALABAMA the women have undertaken to raise \$10,000 or \$15,000. The legislature of LOUISIANA is petitioned to appropriate \$50,000.

WEST VIRGINIA has an appropriation of \$40,000, and will expend half of it on a building.

In TENNESSEE county appropriarions and private subscriptions are relied upon for the funds necessary for the State's representation.

The NORTH CAROLINA legislature appropriated \$25,000, and the State Board of Agriculture has provided about \$10,000 more. An additional appropriation is hoped for, and \$10,000 from subscription is expected for a building.

VIRGINIA has an appropriation of \$25,000, and is trying to raise \$30,000 by subscriptions. A \$12,000 building will be erected.

GEORGIA is raising \$100,000, and proposes to put up a \$50,000 building. MARYLAND has \$60,000, and spend half of it or more on a building.

The Columbia Board of Trade is engaged in raising \$75,000 for South CAROLINA'S representation, and the next legislature will be asked to appropriate a like amount.

Thus the South is planning to spend about \$2,000,000 upon its representa-tion at the great Fair. Reports indicate that in nearly all of these States the work of collecting and of the teachers in Iowa leave teaching preparing exhibits is progressing satisfactorily, and that among the people the interest in the Exposition is universal.

How to Teach Geography.

- 1. Rely on maps and outlines, not on the text book.
- 2. Assign the lessons by topics, never by pages.
- 3. Encourage pupils to ask questions and furnish examples within their own experience of the subject under consideration.
- 4. Let each pupil give in his own language all the information he has secured on the subject.
- 5. At the close of a recitation have the pupils tell what has been brought out during the lessons.
- 6. Emphasize all new facts and connect them with the subject of the les-
- 7. Insist that each pupil keep a note
- 8. Talk as little during the lesson as possible; let the subject be untolded and developed by the pupils.
- 9. Make your questions and answers as you would in conversation; eschew the lecture style of teaching.
- 10. Have plenty of reference books, use them freely, and encourage your pupils to consult them.
- 11. Hold this always before your KENTUCKY has an appropriation of mind-you are to teach your pupils to

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study a country in the light of its ad vantages as the abode of man.

- 12. Begin every lesson with a review of the preceding lesson. Frequently have this review a written exercise.
- 13. Have a progressive map made to be filled in as the lessons proceed.
- 14. Encourage individual work; assign subjects to different pupils to be reported on at the next lesson.
- 15. Strive to inculcate in the minds of your pupils a glowing pride in their own country.
- 16. Ask the pupils how the writers of geographical text-books get their information.
- 17. Let one pupil in the class write a new geography as the work progresses, to which all pupils shall contribute maps, illustrations, etc., and preserve the manuscript as a class geography. It will stimulate great interest.

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Those who are interested in these departments of Study and desire further information will please address Geo. Wiley Broome, M.D., Dean of the Faculty, 520 Olive Street, St. Louis, Mo.

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WE hope every State Superintendent and the County Superintendents will unite early in a petition urging the governors of all the states to declare the 12th day of October, 1892, a legal holiday so that all can participate in the celebration of the opening of the "World's Columbian Exposition.

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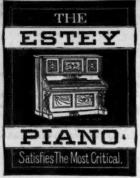
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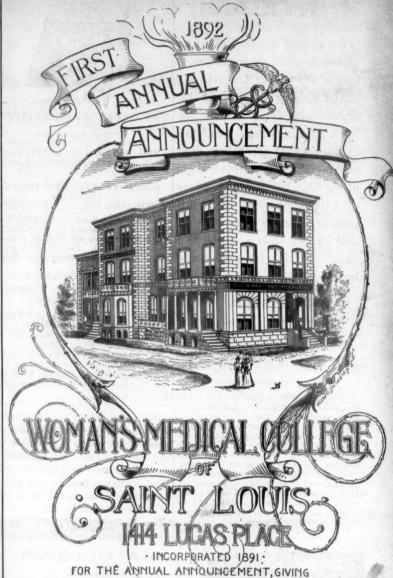
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